



MICHAEL PARK KINDERGARTEN POSITIVE GUIDANCE POLICY (2019)

“Children learn from and alongside each other and develop as socially and emotionally secure individuals who can manage themselves in group settings.” (Michael Park Kindergarten Philosophy)

Rationale:

To support and positively guide children’s developing social competence and their ability to establish and maintain appropriate relationships with other children and adults

Purpose:

1. Children and their whanau experience an emotionally warm, reliable, inclusive and safe kindergarten culture
2. Children experience an environment where they know the limits and boundaries of acceptable behaviour
3. Teachers and whanau work together positively to encourage children’s social competence
4. Prevention, intervention and referral strategies are clear and consistently implemented.
5. A record of recommendations, referrals and information sought from outside agencies is maintained.
6. Children are kept safe from physical and emotional harm.

Guidelines:

Curriculum

- Social competence will be a priority for learning
- Adults support of children’s self-directed play as a primary opportunity to develop social competence.
- Adults contribute to rhythms and routines which create an atmosphere of surety and consistency, as a foundation for self-regulation and developing social competence
- Adults work with a quality of presence, purpose and imitation where a mood of wellbeing and belonging permeate the environment.
- Approaches to social competence are caring, respectful, responsive, and positive.
- Adults model culturally responsive, inclusive and non-discriminatory behavior in their interactions with children, colleagues and whanau.
- Teachers, whānau and the wider community are supported to promote social competence through ongoing communication and parent education.

Promoting Social Competence

- Adults will guide children by setting limits and boundaries, within which children are free to make decisions.
- Boundaries for behavior are realistic, clear and consistent, so children feel secure, protected and happy in their relationships and learning experiences.
- Prosocial skills (turn taking, waiting, giving, sharing, helping, cooperation, positive verbal and physical contact, showing concern, taking the perspective of another, making mistakes and trying again) are actively modelled and encouraged.
- Socially competent behaviours are recognised, acknowledged and affirmed by adults working with children.
- Adults make use of nonverbal communication skills e.g. gesture as well as verbal communication skills.
- Adults facilitate increasing independence by allowing children to make choices and encounter the consequences of those choices, develop problem resolution skills and peer advocacy.

De-escalation Strategies

- Adults endeavor to anticipate when children need guidance to resolve difficulties and will do so in the stream of the play taking place.
- Adults positively emphasize 'what we do here', rather than focus on what not to do, in explanations and instructions.
- Adults use distraction, redirection, problem solving and reframing strategies to de-escalate inappropriate behavior
- A 'no blame, shared concern' approach will be used to facilitate conflict resolution between children.
- Restorative justice processes will be facilitated where appropriate with consideration for the age and development of the child.

Intervention Strategies

- Adults will approach situation carefully asking what's happening here? then offer choices for the children on how to try things differently.
- Adults will clearly communicate limits and boundaries of behaviour so that children know what is expected and what the desired behavior is.
- Children will be given time and support to correct inappropriate behavior.
- Depending on the situation, and the age of the child, teachers may remove a toy, activity or object after a warning if there is risk involved
- Escalated behaviour may result in one-on-one time i.e. if behaviour is distracting or upsetting other children, an adult will go with the child and they will have some time away from the other children to regulate their behavior. Teachers will keep a record of this in daily diaries.
- Physical restraint will not be used except as necessary to ensure a child's safety or that of others and only if necessary, for control of the situation.

- Where a pattern of escalated behaviour emerges teachers will note the time, date, behaviour and any antecedents.
- Teachers are expected to seek feedback, guidance and advice from their mentor teacher and/or Centre manager where there is a pattern of escalated behaviours.
- Teachers will provide a record of critical incidents (where safety is a concern) and any follow up to the kindergarten manager within 24 hours of the incident.

Working with Whanau

- Parents are expected to contribute to planning and assessing their children's learning
- Parents will always be informed of occurrence of any escalated behaviour and the strategies used to modify the behaviour.
- Parents are viewed as partners in developing social competence and a resource to understanding the child as an individual and part of a whanau. Teachers will collaborate with parents to develop individual planning where an ongoing pattern of escalated behaviour emerges.
- Parents are expected to support teachers seeking advice and external support for behaviour and where appropriate apply intervention strategies across kindergarten and home contexts

Recommendations and Referrals

- Where escalated behavior is ongoing teachers are expected to seek support from the Centre manager for further advice from specialist teachers, school SENCO, agencies, counselors and therapists as appropriate.
- A record of referrals, recommendations, information and guidance sought from outside agencies and services will be maintained in a locked and confidential file
- A summary of key information, guidance, referrals and recommendations will be recorded in the 6-Year-Old Profile and provided to the school as part of the transition to school process.

Child Protection

- This policy applies to all adults in the kindergarten including volunteers and relates to all kindergarten activities including excursions and special events.
- All staff are expected to abide by the Michael Park Code of Conduct that outlines the personal and professional standards expected of them and defines misconduct Reg 43 (1b).
- Concerns will be managed by the Kindergarten manager according to the Child Protection Policy or Complaints policy as appropriate, except where the concern involves the manager in which case the principal will manage the process.

Definitions: Escalated behaviour includes incidents of hitting, biting, kicking, yelling, physical threats or intimidation, inappropriate language, belittling, disrupting other children's learning, ongoing noncompliance with reasonable adult instruction, actions that put the children or adults in danger or damage resources and property

Ratified by the Rudolf Steiner Schools Trust

24/09/2019_____

Date

Melanie Woodham_____

Name of Trustee

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Signature of Trustee